DOCUMENT RESUME

ED 340 669 SP 033 394

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TITLE Trends in the Reform of In-Service Teacher Training in Japan: Introduction of the Beginning Teachers' In-Service Training System.
PUB DATE Jul 91
NOTE 30p.; Paper presented at the Annual Meeting of the Japan-U.S. Teacher Education Consortium (4th, Palo Alto, CA, July 8-11, 1991).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Teacher Induction; *Beginning Teachers; Compulsory Education; Educational Research; Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Teacher Certification; *Teacher Education Programs; Teacher Effectiveness; Teacher Salaries
IDENTIFIERS *Japan; Ministry of Education (Japan); *Reform Efforts

ABSTRACT

Is is said in Japan that worthy education becomes possible only with the presence of worthy teachers. With these words in mind, this publication examines strategies for the reform of preservice education and inservice professional development for teachers in Japan's compulsory elementary and junior high schools. The report discusses: needed improvement of teachers' competency levels, salaries, and training; a 1-year beginning teacher inservice training program; and themes to be pursued through further research. A chart showing the organization of the present school system and six tables complete the document. The tables are labelled as follows: (1) comparison of starting salaries for college graduates and those having worked 10 years; (2) standards for teacher certification as of 1988; (3) the minimum number of credits for professional subjects required for a first class certificate for elementary and lower and upper secondary school teachers; (4) a summary of inservice teacher training organized by the Ministry of Education, Science, and Culture at the elementary and lower secondary school levels; (5) an outline of the provisions for the 1-year inservice training program for beginning teachers (elementary and lower secondary schools); and (6) an outline of the provisions for the 1-year inservice training program for beginning teachers (upper secondary schools). (LL)

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TRENDS IN THE REFORM OF IN-SERVICE TEACHER TRAINING IN JAPAN

INTRODUCTION OF THE BEGINNING TEACHERS' IN-SERVICE TRAINING SYSTEM

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JAPAN-U.S. TEACHER EDUCATION CONSORTIUM

10. 7. 1991, STANFORD UNIVERSITY

CALIFORNIA, U.S.A.

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Japan-U.S. Teacher Education Consortium
* Joint symposium
(July 8-11, 1991)

TRENDS IN THE REFORM OF IN-SERVICE TEACHER TRAINING IN JAPAN

--- Introduction of the Beginning Teachers' In-service Training System ---

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0.0 INTRODUCTION

From long ago in Japan, an idiom has said "education depends on the person teaching". In addition, the first Minister of Education, Science and Culture, Arinori Mori (1847-1889) left his message to the afterworld in a famous speach: "Unless a school has appropriate people as teachers, even if it has the necessary funds or equipment, compulsory education will not be successful". These words suggest that "worthy education" becomes possible only with the presence of "worthy teachers".

In all nations, it continues to be in the interest for both government and individuals involved in the educational field, to welcome worthy teachers into the educational field--in particular for compulsory education(elementary and junior high school). This remains an influential factor in educational policies. They can be summarized into the following three topics. First of all, there is the need to improve teacher salaries. Secondly, there is a call to nurture the strength held within teachers so they use their full potential. Thirdly, there is the need to expand & systemize teacher-training to upgrade their competence. These will be discussed here-on.

First about improvement of teacher salaries. From long ago, there has been great fluctuation in the number of people who wanted to become teachers. It has been especially great among those who want to teach in the compulsory education field. When industries could offer higher level salaries due to good economic conditions, the teacher salaries did not necessarily correspond. There has been great concern in the educational field if people with outstanding potential would gather or not.

Measures were taken to respond to this concern in 1974. This was called "Law Governing Special Measures for Securing Capable Educational Personnel in Compulsory Education

Schools for Maintenance and Enhancement of School Education Standards". It placed great attention on salary levels. Reformation has continued since then. For example, currently as of April of 1991, the starting salary of a national school teacher is lower than that paid to a local school teacher in C-Prefecture (re: Table 1). Yet, the amount is higher than the amount paid to a general employee at a government office. This difference changes little over even 10 years. An additional comment though, is that there is no overtime pay for a teacher. This is unlike for a general employee at a government office. This is regardless of how many hours the teacher is in action during that day.

In addition, if a comparison is made with a private business employee, the later mentioned often receives a higher starting salary than a civil service worker. Yet, the civil service workers are prohibited from going on strike. Although some alleviation is provided through the National Personnel Authority to make official recommendations (salary improvement such as base- up) to both the government and to the Diet, this is only when the average difference of salary paid to civil service workers and private business workers exceeds 4%. Yet, this gap remains and even appears to be growing. This reflects today's economical conditions and lack of such workers.

Secondly, about improvements to foster better teachers. Its actuation "at university level" remained an aspiration for a long time. It was realized only after WWII with the actuation of educational reform. Since 1949 the fostering has been taking place at university level.

Yet, the economic development & changes in society in recent years have greatly influenced the personal environment of the students themselves. It is not surprising differences are apparent in how their thoughts and appearance have developed. As a outcome, we see an increased number of children/students skipping school, their misconduct, being violent during school hours, as well as committing crimes. Within this same turbulent environment, there is also an increasing pressure placed on them to succeed with their education: excessive educational competition. Instead of truly assisting the children to grow, it harms their personalities by adding extra burdens.
While the role of school education is being questioned once more, social expectations about the quality & capability of teachers are becoming even greater. This is not new. We are in need of appropriate strategies.

Yet, detailed strategies did not reach the government & other educational administrative authorities until after April, 1986. First there was a report delivered by the National Council on Educational Reform (an advisory organ for the prime minister during August 1984 - August 1987), the "Second Report on Educational Reform". Another paper

was later released: "Strategies to Improve Teacher Competence and Quality" (December 1987). This was completed by the Teacher Training Council from a Q & A briefing of the earlier mentioned report and its further investigation.

As further development, the "Educational Personnel Certification Law" (EPCL) was revised & released in December, 1988. Based on this law, real teacher training started from April 1990.

Goals in this law included nurturing "the basics for actual instruction", developing an educational "sense of mission" together with "a wider field of knowledge". As can be observed in Table 2 & 3 , other disciplines with titles such as "subjects related to special activities" & "subjects related to student guidance" were added as the certification standard was raised, also. Three separate certification types were basically determined depending on educational background, too.
The three levels are: 2nd class certificate for college graduates; 1st class certificate for university (bachelor level) graduates; and an advanced level for graduate school (master level) graduates.

1.0 EXPANSION AND SYSTEMIZATION OF TEACHER TRAINING

For the third central goal of expansion and systemization of teacher training, a proposal was made by the Central Council of Education (advisory organ for Minister of Education, Science, and Culture) in 1978 on "improvement of quality and competence of teachers". This suggested in-service training of the beginning teachers.
The proposal from the Central Council of Education (CCE) in connection to training which was taking place for them already was mentioned in the reports from the National Council of Educational Reform as well as from the Teacher Training Council (TTC) which is mentioned above. In other words, the reports included not only mention of "establishing in-service training of beginning teachers", but further details, also. This included the following.
(1) Actualization of various in-service training methods in connection to "daily educational matters conducted within any school". (2) "Planned and effective study/training" with "systematic maintenance" (the training being conducted on a long term basis in a predetermined frequency such as after 5, 10, and 15 years). (3) To position "a master's degree obtained through graduate school into an appropriate location within the teacher training curriculum" together with using these new educational field graduate schools in the long-term study-leave training programs. (4) To propose rewards to teachers of excellence "with in-service training holiday, or in-service training leave".

All of the above were proposals were directed to education-

related administrative organs in connection to the further education of present teachers. Yet, although the proposals themselves are of great importance, it should be noted they were based on the following thoughts.

> "Further education for teachers is very professional and this should be well considered. Research conducted or efforts made by the teacher is an important foundation block. Even within the same school, observation and discussion among teachers should become their important material from which to learn."

By all means it is of great importance that teachers go in-depth in their profession. In this respect, this has been done before.
Teachers have made efforts as individuals. Within schools, joint research groups have also formed -- by grade, subject, or by all in a particular school.
Observations on other teachers, classes for research, newer teachers learning from the more experienced, and vice-versa has been taking place. Mutual educational research, study, and training has been done in various forms. As explained above, placing an emphasis on "mutual in-service training systemization for education" that can be observed in individual schools from before is an important building block. In making a proposal on education, this is a factor that cannot be ignored. Throughout the nation, the mutual educational system is of great importance for the continuation of study and learning while being a teacher.

In addition, other than the Ministry of Education, Science, and Culture, various educational administrative organs have composed other programs, to fulfill a similar role.
In particular, the National Council on Educational Reform released its Second Report in 1986 stating its perspective of "lifelong" learning. Since its explanation of its proposal of "systemized maintenance of planned further education for teachers through educational administrative organs infrastructure," such plans have been on a sharp rise. The example shown in Table 4 is from the Ministry of Education, Science, and Culture (1990) which suggests that they could either plan, finance, and directly actuate plans for further education for teachers "related to elementary and secondary school education," or entrust an educational administrative organ within the prefecture for implementation.

Other than the above program, other matters of importance include new programs reflecting the current tides.
For example, every year there are several hundred people "directed to graduate school master courses" (two year duration). There are also new courses which reflect changes in society like the "information managing education specializing teacher training course" (basic course for 10 day duration; specialized course available for 40 day

duration). As the table shows, the Ministry of Education, Science, and Culture splits educational in-service training into several areas. The divisions are "lifelong systemization learning for teachers," "improvement in guidance," "instructing students," "being sent aboard," "self-motivated activities," and "relating to other administrative officers" of the school. While some of them are for long-term durations (six days or more) there are others which are shorter (five days or less).

Other than programs planned and carried out by the top of the Central Ministry, some are carried out closer to the school territory. This includes the Prefectural and Local Boards of Education. For example, within the C Prefecture Board of Education, with the purpose of "raising teacher quality and competence" in 1991, it actuates 129 training programs of either long or short duration. The themes included "School Management and Administration," "Instruction on Subjects and their Spheres," "Student Instructions," "School Administration," "Lifelong Learning and Social Education," and "Information Education." Within these, there is also a long-term program available each year for 50-60 persons which lasts over the entire year (it provides a particular research theme, for the teachers to become "research students" in a university).

To apply to such programs, there are basically three means. One is personal application, designation or recommendations from a school principal or education committee member, or test result selections combined with civil service official trips. Since 1990, participation in these study & training programs, has made it possible to obtain higher levels of certification. The holder of a 2nd class certificate can obtain a 1st class certificate. The holder of a 1st class holder can obtain an advanced class certificate.

Among the many programs to further education for teachers, the one currently being closely watched is the program for "beginning teachers' in-service training program".
The background of the start of this program and its current state is reported below. Some of the related problems are also included.

2.0 BEGINNING TEACHERS' IN-SERVICE TRAINING SYSTEM

2.1 THE START OF THE BEGINNING TEACHERS' IN-SERVICE TRAINING SYSTEM

The one year long "beginning teachers' in-service training" has gone through many twists and turns during its first two years of testing. The new teachers in elementary school became the first subjects to this system in April of 1989 (the term lasting between April 1st to March 31 of the next

year). It was further applied to other new teachers in institutions in the later years. By April of 1992, the system was applied to all other types of schools, other than kindergarten. That is, elementary, junior and senior-high school, and other special schools (for blind, deaf, or handicapped children).

In 1972, TTC released: "Reformation strategy to foster improvement in educational instructors."
For the first time, the proposal was mentioned for "beginning teachers to hold a goal in their first year of in-service training. The best should be made of the systemized and planned program while on a trial basis".
Yet, the report submitted by Central Council for Education (CCE) in 1978 mentions the need for "improvement in teacher training & the degree licensing system". The same is mentioned again in a report submitted by Teacher Training Council (TTC) in 1983. In addition, the Second Report released in April 1986 by National Council on Educational Reform, told the following about the start of the beginning teachers' in-service training system.

> "The in-service training will take place at the commencement of teaching. It is vitally important that it assists the newly-appointed teacher to enter new fields of teaching. For this purpose, efforts will be made to cultivate actual leadership and a sense of mission for the newly-appointed teachers in national, and public elementary, junior and senior high school as well as at a special schools.
> In addition, in order to hold a wide perspective, the following stance be used to introduce the beginning teachers to the in-service training system. Concrete plans will be examined immediately.
>
> A.
> During one single year after commencement for newly-appointed teachers, the teaching activities will take place under guidance of another experienced teacher. At the same time, other types of training will also be obligated.
> Leadership at the time of implementation of this in-service training system for beginning teachers, will be taken by the school principal. It is essential that the entire school establish a cooperative instructive system.
>
> B.
> The following arrangements will be made at the school where the new teacher is placed. This is to make an appropriate training environment. A particular teacher will be selected as the instructor for the newcomer. In addition, one person will be placed in charge of overall training within each of prefectures.

C.
The probational period for the new teachers will also be extended from six months to a full year."

It can be said this remains the fundamental outlook for the beginning teacher training system. It reflects the background of this training system, as stated in part 0.0, in connection to caution against confrontational settings for students & the strong expectations held towards teachers and schools.
Despite its shortcomings, it was believed to match the decisions made by the Ministry of Education, Science, and Culture. Thus, various groups related to education gave it their full or conditional consent. Few criticized or disagreed.

2.2 THE TESTING AND INTRODUCTION OF THE BEGINNING TEACHER IN-SERVICE TRAINING SYSTEM

With the above background and the Second Report from the National Council on Educational Reform, the Ministry of Education, Science and Culture launched the "Education Reformation Entrusted Research Operation" in 1986.
Research was entrusted to 15 prefectures. A trial run was to be conducted in 1987 and 1988

The following four suggestions were made by the entrusted groups regarding the "'Trail Run for the Beginning Teachers'' In-service Training".

(1) Guidance from a teacher within the school (training about 2 days per week at the school -- a total of about 70 days per year).

(2) Training at an education center (training about 1 day per week outside the school -- a total of about 35 days per year).

(3) Over-night training (4 nights, 5 days)

(4) Training on ships (sponsored by the Ministry of Education, Science and Culture).

The following precautions were taken by the entrusted educational organs also upon the actuation of the trial run. First of all, there was the establishment of the "Committee to Implement the Trial Run". Upon the assignment of part-time instructors, one was assigned at schools with only one new teacher. For schools with two or more new teachers assigned, a full-time teacher was also assigned. The training for the newly appointed teacher included much of everything. This included education related law, the attitude to be held by a worthy teacher from an official standpoint, study guidance, class management, understanding of children and students, student guidance, guidelines as a civil serv-

ant, work division within the school, practice, as well as mock-class observation and trial teachings.
It also included observations of other types of schools, juvenile educational facilities, welfare facilities open to children, as well as civil enterprises.

The period this kind of trial run continued was extremely short. It lasted only for two years.
Yet, the results indicated many themes to be pursued further. This included duplication of contents with university study and the training itself; strengthening the cooperative system within schools; how to secure part-time instructors in emergency cases; and how to replace teachers when absent due to out-of-school training. It also indicated the need to expand the capacity of facilities at the Educational Center as well as increased instruction and responsibility for the person in charge of the in-service training. Many problems were indicated.
None-the-less, despite some corrections, no basic lines were redrawn. Some laws were revised (incl. Law for Special Regulations Concerning Educational Public Service Personnel; Law Concerning Organization & Function of Local Education Administration). Plans were for the full implementation of the "Beginning teacher In-service Training System" in 1989, for all types of schools and for all beginning teachers. Nonetheless it did not occur. It was prevented by financial circumstances.

2.3 PURPOSE AND OBJECTIVE FOR BEGINNING TEACHERS IN-SERVICE TRAINING

The Ministry of Education, Science & Culture acts as the central body to provide guidance and advice regarding education. When the training system was implemented, the Ministry formed several models to fulfill its role. This included a "Model summarizing the implementation of the 'beginning teacher in-service training' (for all prefectures)," a "Summarizing model (for designated cities)," and a "Example list for training on an annual basis" as it had previously for the trial-run.
These were used for reference to arrange annual training plans, as well as to for discussions on general problems. The "Beginning Teacher In-service Training Implementation Committee" was also established to help find solutions for the latter mentioned problems.
The prefectures and designated cities were expected to make "training system implementation basic outlines" and "annual plans for the training system's implementation."
The local education committees and schools in each city (excluding the designated ones) with beginning teachers were also expected to complete similar "beginning teacher in-service training annual plans" based on the "basic outlines" provided by the Prefectural Educational Committee as well as an "annual guidance plan for the beginning teacher."

According to the "Basic Outline for the Beginning Teacher Training Implementation," the basic purposes were similar to those for the trial run. The second section of the 20th article in the Law for Special Regulations Concerning Educational Public Service Personnel mentions the start of teaching and "the actuation of the year-long training as a start of this profession. The purpose is to foster real leadership and a sense of mission, and to hold a wider perspective regarding the surroundings". In other words, this is to enhance the quality and competence of basic professional knowledge prepared during university education, and to further pursue through actual practice.
In addition, due to the wide gap between knowledge and experience, this period acts to help bridge the difference. This training has thus now become for all newly-appointed teachers (i.e. beginning teachers) for all years of schooling respectively excluding only kindergarten.

2.4 CONTENTS OF THE BEGINNING TEACHER IN-SERVICE TRAINING

Fundamentally, a beginning teacher is assumed to take charge of either a particular class or a school subject as other experienced teachers do, also. Yet, their class hours and teaching responsibilities are somewhat reduced. This is to allow both the new experiences in teaching together with other themes in in-service training.

The titles used to describe the contents in this training are similar to the pre-conducted trial runs.
It includes "in-school in-service training," "in-service training outside the school," "over-night stay in-service training," and "study aboard ships (recommended by Prefectural and Designated City Educational Committees)," also.

In in-school training, there is "training based on guidance and advise from other teachers within the school". The core of this is planned by the school principal, based on "Annual Training Plans of the Prefecture & the Local Board of Education, and consideration given to the teachers and other conditions of the school. The teacher providing guidance is also expected to participate".
The unique "xx School's Annual Guidance Plan" is made in this way. The "Basic Outline for the Beginning Teacher Training Implementation" by the Ministry of Education, Science and Culture--changed somewhat from the trial run period, also--together with opinions of the Educational Committee are taken into consideration. The number of days for training is reduced from the original "70 days per year" to about "2 days per week and a minimum of 60 days per year".
Further details regarding the training schedule for each term in the year can be observed in Table 5-1 & Table 5-2 (released in 1991).

The Ministry of Education, Science and Culture made six divisions for elementary and junior high school teachers. This consisted of "Basic Knowledge", "Classroom Management", "Subject Guidance", "Moral Education", "Special Activities", and "Student Guidance". In the case of senior high school teachers, five divisions were made. The exclusion was of "Moral Education". Although a general perspective is maintained during the student-teacher trial teaching period, greater selectivity takes place in this in-service period.

Similar changes were made in the "in-service training, outside of the school compared to the pre-conducted trial run. The same can be said with "out-of-school educational centers". The number of days which were "about 35 days per year" were reduced to "about 1 day per week, a minimum of 30 days per year".

Comparing guidance and advice from more experienced teachers, this is offered on concrete daily activities and actions regarding in-school training.
Guidance and advice is offered on more fundamental and theoretical perspectives from out-of-school training. This is further supplemented through visits to special research schools, as well as inspection visits to other social facilities and companies.

"Over-night stay in-service training" is designated to take place during about 4 nights and 5 days. Yet, it is more often implemented as part of in-service training out-of-school. It is used to discuss problems involving education and other group activities.
Approximately 10 days are used in the "study aboard ships" training program. The ship makes stops along various ports throughout the country.
Use of a specific program allows lectures and discussions to be conducted on board the ship. The time shared on the ship makes a good opportunity for mutual learning. Unfortunately the number of participants are limited. Only 50-60 persons from each prefecture are able to participate at one time.

2.5 ACTUAL CASES IN REFERENCE TO THE BEGINNING-TEACHERS' IN-SERVICE TRAINING

(1) IN N PREFECTURE

N Prefecture is well known for its history and tradition in teacher in-service training. Several unique aspects can be easily observed. First of all, the Prefectural Board of Education maintains the following "basic concepts held towards the implementation of beginning teachers' in-service training system".

1. It is important to place importance on the will of the individual him or herself towards research.

Assisting and encouraging allows self-motivated study and learning. 2. Let the individual develop pleasure in the position to be involved in teaching; to feel faith and confidence towards education; and volition to put strength into the teaching practice. 3. The guidance that is provided on student learning, their guidance, and understanding them needs is based on careful selection of fundamental factors. The training of beginning teachers needs to keep this in consideration. 4. Avoid training through only one teacher in charge. Let it become part of the system in the school setting. It is hoped the entire school's teachers can act together to assist.

The beginning-teacher's in-service training manual in N Prefecture, (later referred to as the BTT-system) was almost identical with the "Example list for training on an annual basis" released by the Ministry of Education, Science and Culture.
Yet, when H Elementary School was visited in 1989, the above mentioned "basic concepts" were in practice. Development of a promising BTT-system had been observed.
Even previously , the attitude taken towards the training system had been to nurture further "faith and confidence in education" among the newly-appointed teachers.
This becoming reality was observed.

At this particular school, only one beginning teacher had been appointed. Fortunately, this beginning teacher was placed under the guidance of the teacher who was the grade's head supervisor. Other than the fact that the supervising teacher had excellent skills in guidance, the similarity in the students--being in the same grade--allowed several elements to be shared.
This included age of the students, the subject contents, and annual events. These setting made topics and problems easier to relay to one another. It also made the provision of guidance much easier.

Multiple sources were used by the principal for completion of the "H Elementary School's Annual Guidance Plan".
This included the Prefectural Board of Education's manual for "Annual Plans for BTT-system(elementary school)". The outcome included "consideration towards the teachers' association and the condition of the school within its own district. Thorough communication with the teacher providing guidance for the beginning teacher also took place".
The item list for training was detailed.
In-school training took place each Tuesday and Friday. Detailed plans and methodology were provided by the appointed teacher in charge. Training also took place on Monday and Friday. Monday was commonly used by all teachers for self-motivated research. Subject meetings also took place this day. Grade meetings took place on Friday.

In this way, the beginning teacher received advice and guidance not only from a particular teacher, the principal and the vice-principal. Other teachers were acquainted through teaching in the same grade or a particular subject. In other words, all teachers of the school were meeting this beginning teacher and participating in the training and nurturing in some way.

As only one beginning teacher had been assigned to the school, only one teacher was assigned as a part-time teacher. This happened to be a former teacher of that school in particular. The school was thus able to secure an a veteran in the field. This teacher supervised the class during the beginning teacher's absence. This included items such as out-of-school training and inspection visits to other facilities and such. This amounted to about eight hours on Tuesday, Thursday, and Friday and six more hours on other days.

Two beginning teachers were appointed at J Elementary School. In addition, regular staff number increased by one. The teacher providing guidance to the beginning teachers was a veteran with 29 years of experience. One of the beginning teachers was assigned to the class previously under charge of the guidance teacher.
A particular characteristic of this school was how

> "the entire school considered actual practice to be the central core of any type of training . Thus, when the BTT-system was adopted it was put into practice with the support of the entire school".

A beginning teacher mentioned the following to us at the time of our visitation:

> Whenever I interact with the children there's no choice but to make decisions on one's own and act immediately. It influences the children greatly. This can be easily felt. In addition, despite the fact that the overall situation has to be grasped, all of the children have their own personalities. It is a great challenge to instruct them. My goal is to learn to give meaningful lessons and to learn how to take charge of management among classes of a grade. My attitude at the moment is quite strait-forward.
> What I feel quite strongly is how university classes leaned strongly towards theory. My current situation is real and challenging.

There was also the following mention:

> I have learned much from the children in the same class or grade as a child with a particular problem. Interaction with them has taught me a great deal.

Perhaps this is one of the greatest element I've learned through my in-service teaching.

The guidance teacher left the following record regarding this particular beginning teacher.

Detailed records are made daily of the actions taken by the children.
Efforts to understand them as individuals are apparent.
Accumulation of effort so better guidance can be given is apparent.

Regarding out-of-school training, it is apparent that N Prefecture lacks locations where beginning teachers can gather. It also lacks teachers to provide their guidance. Yet, its Prefectural Board of Education is well known for its long history. This backs an active group of principals within the Prefecture. Both are dynamic.
"Out-of-school training" is colorful in variety.
Among the 30 days within a year, they are allocate in the following manner. It consists of 13 days at the four educational offices in the Prefecture(Prefectural Education Board, Regional Branches), 12 days at one of the 16 local Boards of Education, and 5 days at the one of the District Principals' Meetings(similarly at 16 locations).

The local Boards of Education allows the coverage of a great sphere. It allows beginning teachers to grasp the general idea of various items such as: in-school research-classes and research-discussions; visitation to other types of schools together with research discussions; about Dowa-educational problems and so on. Another mentionable item is the inclusion of plans to "discuss education with other veteran teachers".
Training through the four educational offices included other matters: role play in school education; counseling; student guidance; training in educational-steps particular in elementary and junior high school; volunteer training; as well as over-night training.
Training at the District Principals' Meetings involved visitation to educational institutions and businesses; cultural and educational lectures; observation of classes at designated research schools; as well as computer courses.
Overall, little time remained for lectures in this out-of-school training system. Emphasis remained on research classes; observations of other types of schools; institutions in the city; over-night discussions; and even volunteer activities. They were all detailed items and challenging to the beginning teachers.
They well matched the purpose to widen the perspective of the beginning teachers and to increase their experiences. The variety included both formal and informal situations. The previously separated beginning teachers were thus able to gather at times to discuss their problems; exchange

information; or even encourage one-another. This could take place in suitable settings.

As for the aboard ship training, participation requests come from various prefectures from "almost everyone". Unfortunately, even for major cities, only "2 or 3 are able to participate". In this way, it is already acknowledged as a difficult problem to resolve. Although the Prefectural Board of Education which gives the recommendations this makes no change in the high requests to participation. A common response is like the following: "If it were to be conducted at all, it would be best if all could".

(2) IN CASE OF K PREFECTURE

The role of the Board of Education in most prefectures takes charge of predominant beginning teacher in-service training other than the training aboard ship. This is conducted by the Ministry of Education, Science and Culture. Yet, this does not take place in this K Prefecture. Most of the BTT-system is conducted through a General Educational Center. This is for both in-school and out-of-school training. It both "plans and even moves towards actualization through cooperation with related institutions".

Although the basic guidelines provided by the Ministry of Education, Science and Culture are followed, extra measures are being taken.
For example, even if a beginning teacher is allocated to a particular school, it is restricted to a minimum number. Excluding a single school, others had only two or less in number in the year of 1990. This took place to avoid the occurrence of administration difficulties in the schools as school structure difficulties with the BTT-system.

Upon the composition of in-school training for the BBT-system, reference was made to the "Example list for trainings on an annual basis" by the Ministry of Education, Science and Culture. Yet, the six given areas in the list were expanded to seven. These were:

(1) current conditions of the school,
(2) stages in education and educational activities,
(3) guidance for students and educational discussion,
(4) class-room and home-room management,
(5) class research,
(6) research about teaching material
and
(7) reflecting over classroom research and outlooks.

It reached a total of 49 items among the 7 areas and 60 discussions topics. Additionally, to "better grasp the beginning teacher's level but also to avoid over-burdening the guidance teacher" it was planned to take place within

the working time alone.

Similar reference was made to the "Example list for training on an annual basis" for out-of-school training, also. For this also, the six areas were was expanded to 17. It became much more detailed. It included:

3 days of early-term over-night training;
3 days of latter-term over-night training;
subject education; experiment and actual trial;
class teaching with visitors; moral education;
special activities; health education;
guidance for students; Dowa-educational problems;
school visitation; school education discussions;
life-long learning; making other visitations;
education concerning information; and others.

It came to a total of 17 items, to use 31 days in all. However a major difference for beginning teachers in K Prefecture was that they are all gathered together for the out-of-school training at the same General Educational Center. The original concept held by the Board of Education was to provide all the beginner teachers with the same training procedures and settings. Unfortunately , it is understood that there is great difficulty in the actualization of such.

3.0 THEMES TO BE PURSUED

As already apparent, great efforts being made to improve the system. The respect taken towards the attitude for "life-long learning" and "study and research throughout life" is great. Yet many problems remain. The following is a general list of them.

1) Problems remain in what is being taught in universities to students who are about to become teachers. There is a great gap between it and what is needed in practice (trial-run) teaching. Much adjustment is needed. Much is needed in the instruction provided at universities. Steps need to be made to make it closer to the content of BTT. It is not uniqueness that is needed. Greater continuity is needed. Discussion of this issue has been taking place from several years before between Prefectural Boards of Education and the universities located in their areas. The Prefectural Contacting Discussion Group to Improve the Quality of Teachers and similar groups have been formed in five regions throughout the nation. It is hoped action will take shape following their discussions.

2) The BTT-system described above is hoped to help shape good practices for the beginning teacher. From the reflection and general judgments that take place at this stage, it is hoped to lead to future challenges. If this takes place,

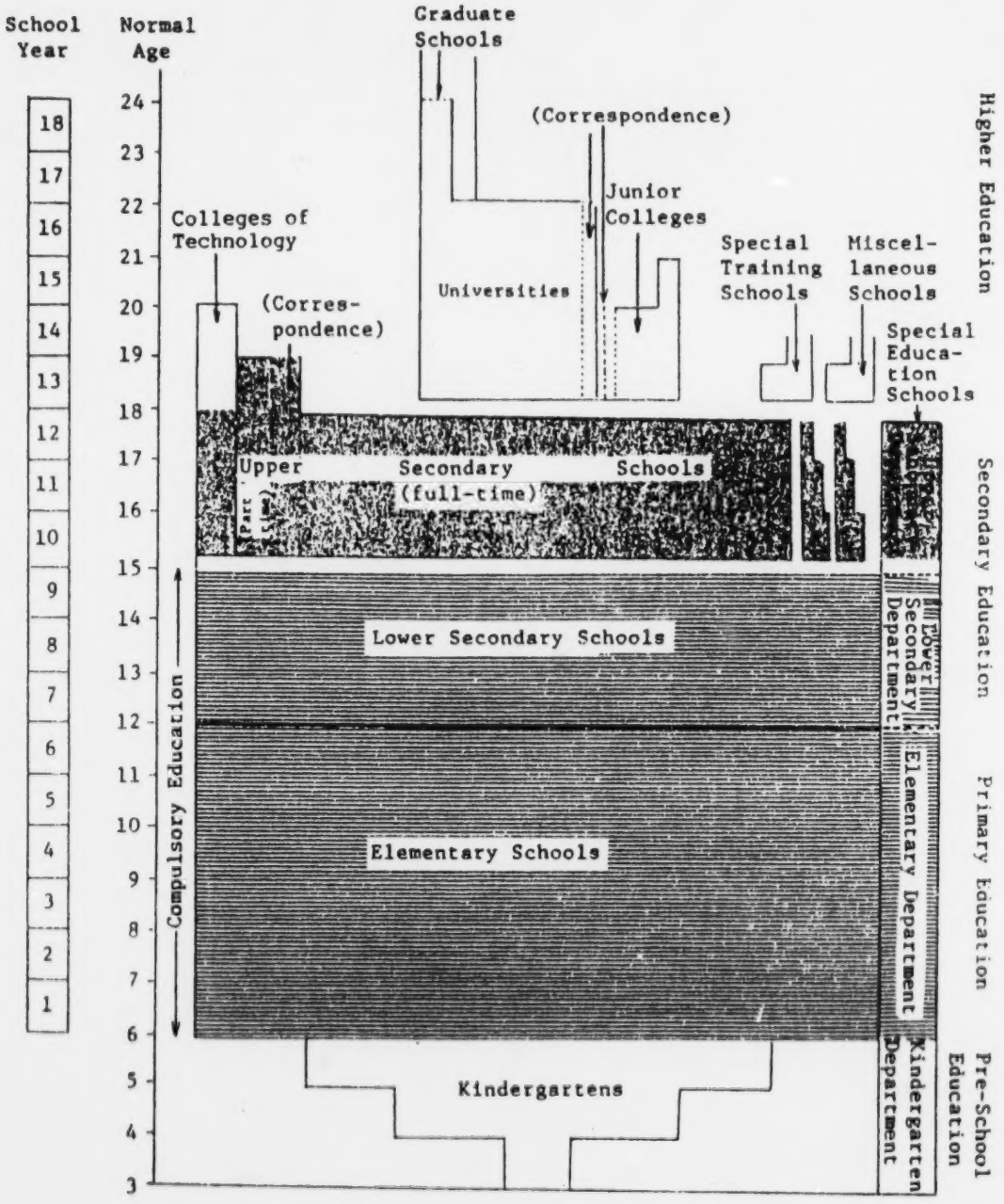
it can be truly be said to be a merit of the system. However, in order for this to occur, improvement needs to take shape with both the surroundings as well as with those who provide the guidance. Otherwise, it will not be possible.

3) For in-school training, many have already indicated that a major factor is to secure a good teacher to provide guidance for the beginning teacher. The securing of a good teacher(or a part-time teacher) to supervise the students during his or her absence is also needed. Time is another important factor. It must be acquire for both training and for guidance.

These are the remaining themes.

END

≪Chart 1≫ Organization of the Present School System



《Table 1》 Comparison of starting salaries for college graduates and with those having worked 10 years (National and Local Public Service Personnel)

	Work Classification	Salary	Years of Being Employed	National Public Service Personnel	Local Public Ser. Personnel (Chiba)
Administrators	General (Ⅰ)	Basic Salary	Starting Year	157,300	
			After 10 Years	244,800	
		Total Salary Including Common Benefits	Stating Year	157,300	
			After 10 Years	244,800	Senior Position
	General (Ⅱ)	Basic Salary	Stating Year	143,100	149,900
			After 10 Years	227,300	236,600
		Total Salary IncludingCommon Benefits	Starting Year	143,100	149,900
			After 10 Years	227,300	236,600
Teachers	Elementary and Lower Secondary School	Basic Salary	Starting Year	160,400	167,300
			After 10 Years	235,000	244,400
		Total Salary Including Common Benefits	Starting Salary	173,116	180,592
			After 10 Years	254,100	264,276
	Upper Secondary School	Basic Salary	Starting Salary	160,400	167,300
			After 10 Years	235,000	244,400
		Total Salary Including Common Benefits	Starting Salary	173,116	180,592
			After 10 Years	254,100	264,276
	School for Physical Handicapped or mental Retarded Children	Basic Salary	Starting Salary	160,400	167,300
			After 10 Years	235,000	244,400
		Total Salary Including Common Benefits	Stating Salary	186,948	194,838
			After 10 Salary	272,408	283,148
				(Exceptional Case	297,302)

(Remarks)

(1) A salary for National Public Service Personnel, such as teachers for national agencies and officials for administrative agencies, is regulated by the "Law Concerning Salaries of Employees in the General Governmental Service." The standard salaries are determined by the table of salaries provided by this law. Teacher's salaries in Chiba Prefecture are decided by prefectural regulations in accordance with this law, but they are provided as one class higher than the national standard salaries.

(2) Method of calculation of a teacher's monthly salary. (The same method is used for both national and prefectural cases.)

a) Elementary and junior high school teachers (Salary Table of Educational Personnel: Table 3, Class 2.5) and high school teachers (Salaries of Educational Personnel: Table 2, Class 2.2)
The total monthly salary in yen (including benefits) = Basic Salary + Adjusted Salary for Teachers (Basic Salary * 0.04) + Special Bonus for Compulsory Educators.
Starting Salary = 160,400 + 6,416 + 6,300 = ¥173,116

b) Teachers for physically handicapped or mentally retarded children (Salaries of Educational Personnel: Table 2, Class 2.2)
The total monthly salary in yen (including benefits) = Basic Salary + Adjusted Salary for Teachers ([Basic Salary * 0.03 + 2,104] * 2) + Special Bonus for Compulsory Educators.
Starting Salary = 160,400 + 6,416 + 13,832 + 6,300 = ¥186,948

(3) An adjusted allowance (what is called an area allowance: 0%, 3%, or 10% of the basic salary for National Public Service Personnel; 2%-5% of the basic salary for Public Service Personnel in Chiba Prefecture), a dependency allowance, a housing allowance, and a commuting allowance are added to the total monthly salary. Except in the case of work overtime, there are no special allowances added to the salaries of National and General Administrative Public Service Personnel.

(4) In addition to their yearly salary (Basic Salary + Adjusted Salary for Teachers), all Public Service Personnel are given a bonus equivalent to 5.35 months' salary (0.55 months' salary in March; 2.2 months' salary in June; and 2.6 months' salary in December). Therefore, they receive 17.35

times their monthly salary in one year.

《 Reference 》

Starting monthly Salary of College Graduates at large Enterprises (As of April, 1991)

Classification by Industry	Starting Salary	Comparison to the previous	Remarks
Construction Company	190,000(Yen)	+10,000(Yen)	Five companies surveyed offer a starting salary of ¥200,000 or more. Approximately 50% of the companies offer a starting salary of ¥180,000~¥185,000.
Warehouse Company	187,000	+14,000	
Department Store	184,000	+11,000	
A v e r a g e	183,300	+ 9,078	
Average for Upper Secondary School Graduates	142,700	+ 7,199	《Material》 Romugyoseikenkyusho: "Shoninkyuchosakekkasokuho(May 9,1991)
Average for Lower Secondary School Graduates	125,300	+ 5,986	

Table 2 Comparison of the Standards for the Conferment of Teacher Certificates in the Defunct Law of 1988, the Bill of 1984 and the Revised Law of 1988

Types of certificate / Kinds of subject		Elementary School T.			Lower second. School T.			U.second. School T.		Teacher of spec. School			Kindergarten Teacher			Nurse-Teacher		
		2nd	1st	spc.	2nd	1st	spc.	1st	spc.	2nd	1st	spc.	2nd	1st	spc.	2nd	1st	spc.
Teaching subjects	DL'88[1]	8	16		20	40		40	62(22				8	16				
					16	32		32	52(20									
	BL'84[2]	8	16	16	20	40	40	40	40				8	16	16			
	RL'88[3]	10	18	18	20	40	40	40	40				8	16	16			
Profes. subjects	DL'88	22	32		10	14		14	14				18	28		10	10	
	BL'84	30	44	56(12	18	22	28(6	22	22				30	44	56(12	14	18	18
	RL'88	27	41	41	15	19	19	19	19				23	35	35	12	16	16
Teaching or prof. subjects	DL'88																	
	BL'84		10	22(12		4	22(18	4	28(24					10	22(12			
	RL'88			24(24			24(24		24(24						24(24			
Subjects rel. to spec.Educ.	DL'88									10	20							
	BL'84									14	24	48(24						
	RL'88									13	23	47(24						
Subjects related to nursing	DL'88															30	40	
	BL'84															30	40	40
	RL'88															30	40	40
Subj.rel.t. nursing or prof.subj.	DL'88																	
	BL'84																10	34(24
	RL'88																	24(24
Total	DL'88	30	48		30	54		54	76(22	10	20		26	44		40	50	
					26	46		46	66(20									
	BL'84	38	70	94(24	38	66	90(24	66	90(24	14	24	48(24	38	70	90(24	44	68	92(24
	RL'88	37	59	83(24	35	59	83(24	59	83(24	13	23	47(24	31	51	75(24	42	56	80(24

(Notes) (1)"2nd", "1st" and "spec." in the section "Types of certificate" are "2nd regular certificate", "1st regular certificate" and "special regular certificate".

Types of certificate	Basic qualification for certificates
2nd class	Completion of junior college
1st class	Bachelor's degree
special class	Master's degree

(2)[1]DL'88 = the defunct Educational Personnel Certification Law of 1988.

[2]BL'84 = the Bill of Educational Personnel Certification Law of 1984, that died stillborn.

[3]RL'89 = the revised Educational Personnel Certification Law of 1988, that came into force on the 1st of April 1989.

(3) Number of credits in the brace are minimum number of credits to be required newly for the special regular certificates at the master's course.

Table 3 Minimum Number of Credits for Professional Subjects Required for 1st Class Certificates for Elementary and Lower & Upper Secondary School Teachers (A Comparison of the old (defunct) and the new (revised) Educational Personnel Certification Laws)

Professional subjects			
1st class certificate in the old (defunct) Law (1988)		1st class certificate in the new (revised) Law (1989)	
Subjects	Credits	Subjects	Credits
⟨Principles of Education⟩	EST 4 LSST 3 USST 3	⟨Subject related to Substance & Aims of Education⟩	
⟨Educational Psychology & Child Psychology⟩	EST 4	⟨Subject related to Mental & Physical Development of Child & Youth and Process of Learning⟩	EST 12
⟨Educational Psychology & Adolescent Psychology⟩	LSST 3 USST 3	⟨Subject related to Social, institutional & Managerial Affairs of Education⟩	LSST 8 USST 8
		⟨Subject related to Method & Technology of Education (incl. Practical Uses of Data Processing System and Teaching Materials)⟩	
⟨Study of Teaching Materials⟩	EST 16	⟨Subject related to Method of Subject Teaching⟩	EST 22
⟨Teaching Methods⟩	LSST 3 USST 3	⟨Subject related to Moral Education⟩	LSST 6
⟨Study of Moral Education⟩	EST 2 LSST 2	⟨Subject relatrd to Special Activities⟩	USST 4
(⟨Study of Nursery Education⟩)	(KGT 12)	⟨Subject related to Curiculum in general⟩ ⟨Subject related to Nursery Education⟩ ⟨Subject relatrd to Cild Guidance⟩	(KGT 18)
		⟨Subject related to Student Guidance & Educational Counceling⟩	EST 2
		⟨Subject related to Guidance, Educational Course- Choice of Students⟩	LSST 2 USST 2
⟨Teaching Practice⟩	EST 4 LSST 2 USST 2	⟨Teaching Practice⟩	EST 5 LSST 3 USST 3
Electives	EST 2 LSST 1 USST 1	(Electives)	USST 2
Total	EST 32 LSST 14 USST 14	Total	EST 41 LSST 19 USST 19
Minimum number of credits that are required more for special class certificates in the revised Law		Subjects related to Teaching Subjects or Professional Subjects (in Graduate Course)	(EST 24) (LSST 24) (USST 24)

(Notes) EST = Elementary school teacher, LSST = Lower secondary school teacher, USST = Upper secondary school teacher, KGT = Kindergarten Teacher.

(Table 4) A Summary of In-Service Teacher Training Organized by the Ministry of Education, Science and Culture at the Elementary and Lower Secondary School Levels (1991)

Categories of In-Service Teacher Training			
System of Life-long In-Service Teacher Training			
In-Service Training for Newly Appointed Teachers			
In-Service Training for Beginning Teachers	All Beginning Teachers of ES and LSS, A Part of Teachers of of USS and HS	1 Year	P,C
In-Service Training for Newly Appointed Teachers			
General In-Service Teacher Training	All Newly Appointed Teachers of USS and SES	10 days	P,C
In-Service Training on Instructional Techniques	All Newly appointed Teachers of KG, USS and SES	10 days	P,C
In-Service Training for Newly Appointed Teachers of Health Education			
In-Service Training for Newly Appointed School Nurses	All Newly Appointed School Nurses	Out-Sch. 5 days Lodging 4 day	P,C
In-Service Training for Newly Appointed School Dietitians	All Newly Appointed School Dietitians	ditto	P,C
In-Service Training for Experienced Teachers	All five Years Experienced Teachers of ES, LSS, USS and SES	6 days	P,C
In-Service Training for Head Teachers	Teachers of KG,ES,LSS,USS and SES	6 weeks	M
In-Service Training for New Appointed Heads (Teachers) of Educational Affairs	Newly Appointed Heads of Educational Affairs in ES,LSS,USS, and SES	6 days	P,C
In-Service Training for School Principals and Others	Teachers of KG,ES,LSS,USS and SES, Educational Supervisors	1～4 weeks	① M ② M&P
In-Service Training for Teachers with Special Educational Duties			
In-Service Training for Newly Appointed Teachers with Special Educational Classes	All New Appointed Teachers with Special Educational Classes in ES and LSS	5 days	P,C
In-Service Training for Teachers of Subjects outside the Scope of the Teacher Certificate	LSS Teachers of Subjects outside the Scope of the Teacher Certificate	3 days	P,C
In-Service Training for the Purpose of Improving Leadership Qualities			
Aspects of Leadership			
Overall Educational Curriculum			
Research Seminars for Educational Curriculum	Teachers of KG,ES,LSS,USS and SES	2 days	① M ② M&P
Short Intensive Study Courses on the Guidelines laid down by Min. of Edu.	All Teachers of ES,LSS,USS and SES	4～6 days	
Lectures on the Improvement of Curriculum Management	All Teachers of KG	6 days	M&P
Courses includes within the the Curriculum			
Educational Lectures *1	Teachers of ES,LSS<USS and SES	1～3 days	① M
Seminars *2		3-27 days	② M&P

				③ U&P
	Leadership Training Lectures *3	Educational Supervisors and Others	1-40 days	① M ② M&P
	Inland Study Teachers *4	Teachers of LSS,USS and SES	3-12 Mon.	Univ.
	Seven Additional Types of Short Seminars			
In-Service Training related to Student Guidance				
	Courses for Student Guidance Supervisors	Teachers of LSS and USS	2 months	M
	Lectures on Guidance for LSS and USS Students		2 weeks	M&P
	Lectures on Councelling Skills		2~4 weeks	① M ② M&P
	Lectures on Careers and Academic Guidance		2~5 days	① Uni. ② P
	Research Seminars on Physicallt Mentally Handcapped Schoolchildren	Members of the Committee for School Entrance(Teachers, Doctors and Social Welfare Personnel)	3 days	① M ② M&P
In-Service Training for Overseas Assignments				
	In-Service Training for Teachers being dispatched on Overseas Assignments	Teachers of KG,ES,LSS,USS and SES	①30 days ②16 days ③2 mon.	Teacher-Self
	In-Service Training for English Language Teachers	English Language Teachers of LSS and USS	2,6 or12 months	P,C
	In-Service Training for various Overseas Studies of Education for the Multiply-Handicapped	SES Teachers	3 month	Teacher-Self
Encouragement of Independent Research Activities				
	Promotion of Educational Research Groups	Teacher Groups	one year	Teacher Groups
	Nationalwide Educational Research Groups	Nationalwide Educational Research Groups	one year	Na.Edu. Groups
	Prefectural Educational Research Groups	Prefectural Educational Research Groups	one year	Pre.Ed. Groups
In-Service Training for School Secretaries				
	In-Service Training for Elementary and Lower Secondary School Secretaries	Elementary School and Lower Secondary School Secretaries	2 weeks	M
	In-Service Training Lectures for School Secretaries	Upper Secondary School and Special Education School Secretaries	3 weeks	M

(Notes) (1)Regarding the Above-mentioned In-Service Training, it is sponsored by the Ministry of Education, Science and Culture or entrusted to Prefectural and (or) Designated Municipal Boards of Education that recieve funding from the Ministry of Education but may act independently to jointly implement the IN-Service Training. However, the In-Service Training may also be carried out individually by Prefectual or Designated Municipal Boards of Education, and Local Boards of Education/ Furthermore, individual teachers and groups of Teachers may also conduct their own independent In-Service Training.

(2)Under the colum entitled "Main Organizing Body","the Ministry of Education, Science and and Culture" is the sponsoring body for the In-Service Training while "the Prefectural Board of Educations, Designated Municipal Boards of Education" are entrusted with the implementation of In-Service Training by the Ministry of Education. Furthermore, "the

Ministry of Education and Prefectual Boards of Education" indicate that the In-Service Training is carried out in conjection with each other.

(3)ES = Elementary Schools, LSS = Lower Secondary Schools, USS = Upper secondary Schools, SES = Special Education Schools, KG = Kindergartens, U = Universities.
M = Ministry of Education, Science and Culture, P = Prefectural Boards of Education, C = Designated Municipal Board of Education.

*1This includes lectures on Lower Secondary School Social Studies, Science and Modern Technology.

*2This includes lectures on establishing administrative guidelines for those in charge of Moral Education and seminars for teachers of Special Subjects.

*3This includes In-Service Training lectures for Lower Secondary School English Language Teachers and lectures on Special Education Guidance.

*4This includes In-Service Training in Lower Secondary School skills and special techniques in Home economics, in addition to lectures giving guidance on practical skills in Home Economics and New Subjects at the Upper Secondary School Level.

<<Table 5-1>> An Outline of the Provisions for the One-Year In-Service Training Program for Beginning Teachers (Elementary and Lower Secondary Schools) (1991)

	Basic Knowledge	Classroom Management	Subject Guidance	Moral Education	Special Activities	Student Guidance
First Term	●Current Conditions & Problems in School Education(1) Goals of School Education ●The Ideal Behavior for Teachers & Public Officials Teachers' Mental Attitude ●Education on Anti-Discrimination ●School Educ., Health, Safety Enhancing Guidance on Health & Hygiene Enhancing Guid- on Food Preparation Education on Anti-Discrimination	●The Meaning of Classroom Management Creating Measures for Clsrm Management Ways of Organizing the Clsrm Enhancing 1st Year Clsrm Administration Enhancing the Parents' Assoc Enhancing the Clsrm Environment Enhancing Home Visits Enhancing Guidance for Clsrm Groups Preparing Report Cards Evaluation of Clsrm Management for 1st Term	Writing Guidance Proposals & Weekly Plans Basic Skills in Subject Guid. Clsrm Observation & Implementation(1) Understanding Schoolchildren in the Clsrm Clsrm Observation & Implementation(2) ●Methods & Practice of Educational Materials Rsch Clsrm Observation & Implementation(3) Enhancing Clsrm Teaching(1) Methods of Composing & Evaluating Tests Enhancing of Educational Materials Rsch	●The Meaning of Moral Educ. ●Enhancing Moral Educ.(1) Contents & Methods of Instruction Clsrm Observation & Implementation(1)	●School Education & Special Activities Overall Plan for Special Activities Enhancing Clsrm Activities The Meaning & Practice of Career & Academic Guidance	Guidance in the Shaping of Student Attitudes ●Understanding Schoolchildren Methods of Understanding Schoolchildren & their Actual Conditions Skills of Group Guidance Group & Individual Guidance ●Teacher-Student Relationship Praising & Scolding Schoolchildren
Summer Vacation	●In-Service Training Through Practical Experience	●Diagnosis of Classroom Management	●Practical Applications of Subject Guidance & Educational Apparatus ●Analysis & Diagnosis of Clsrm Teaching	●Analysis & Diagnosis of Teaching	●The Essentials of Guidance for Special Activities ●The Practice of Guidance for Residential Groups	●Enhancing the Understanding & Guidance of Problem Behavior ●Enhancing Educational Counselling
Second Term	●Enhancing Educational Personnel ●Current Conditions & Problems in School Education(2) ●Understanding Physically & Mentally Handicapped Children ●Organization of Study Courses & Educational Curricula ●Organization & Structuring of Schools Ideal Internal Structure for Schools Setting Up the School Educational Environment Structuring & Administering the PTA	Classroom Management Plan for 2nd Term ●Guidance for Clsrm Groups ●Clsrm Management & Organization of Academic Year Methods of Participating in Annual School Meetings Creating Clsrm Communication Enhancing Interviews With Parents Evaluation of Clsrm Management for 2nd Term	Enhancing Clsrm Teaching Clsrm Observation & Implementation(4) ●Enhancing Individual Elements of Instruction Individual & Group Collective Guidance ●The Essentials of Instructional Guidance & Evaluation Clsrm Observation & Implementation(6) Use of Educational Apparatus Clsrm Observations & Implementation(6) Methods of Producing & Applying Educational Materials & Eqpmt Clsrm Observation & Implementation(7)	●Enhancing Moral Educ.(2) Clsrm Observation & Implementation(2)	●Enhancing School Events Guidance Practice for School Events Guidance Practice for Children's & Students' Committees Activities Guidance Practice for Club & Circle Activities	●Enhancing Student Guidance for the Entire Local Area ●The Meaning & Practice of Student Guidance ●Enhancing of Individual Guidance Research Into Samples of Problem Behavior Enhancing Educational Counselling School Student Guidance Structure Enhancing of Individual Guidance

(Table 5-1) (Continued)

Third Term	●Enhancing Practical Research ●In-Service Teacher Training & Personal Development In-Service Training Within the School Confines ●Announcement of Results for the One-Year Practical Program	Clsrm Management Plan for 3nd Term Methods of Conducting End of Year Classroom Administration Evaluation of Clsrm Management for 1st Year & Creating a Plan for the Following Year	●Producing Guidance Plans for the Year Clsrm Observation & Implementation(8) Clsrm Observation & Implementation(9) Enhancing Teaching Research Clsrm Observation & Implementation(10) Consideration & Evaluation of Teaching	●Producing a Guidance Plan for Moral Education Clsrm Observation & Implementation(3) Consideration & Evaluation of Teaching	Consideration & Evaluation of Special Activities	Consideration & Evaluation of Student Guidance

(Note) The items preceded by the symbol "●" take place outside of the school whereas all the others take place internally.

〈Table 5-2〉 An Outline of the Provisions for the One-Year In-Service Training Program for Beginning Teachers (Upper Secondary Schools) (1991)

	Basic Knowledge	Homeroom Management	Subject Guidance	Special Activities	Student Guidance
First Term	●Current Conditions & Problems in School Education(1) Goals of School Education ●The Ideal Behavior for Teachers & Public Officials-Teachers' Mental Attitude ●Education on Anti-Discrimination ●The Meaning of Moral Education ●Enhancing Moral Education(1) ●School Education, Health & Safety Enhancing Guidance on Health & Hygiene Enhancing Guidance on Food Preparation Education on Anti-Discrimination	●The Meaning of Homeroom Management Creating Measures for Homeroom Management Ways of Organizing the Homeroom Enhancing 1st Year Homeroom Admin. Enhancing the Parents' Association Enhancing the Classroom Environment Enhancing the Home Visits Enhancing Guidance for Homeroom Groups Preparing Report Cards Evaluation of Classroom Management for 1st Term	Writing Guidance Proposals & Weekly Plans Basic Skills in Subject Guidance Classroom Observation & Implementation(1) Understanding Schoolchildren in the Classroom Classroom Observation & Implementation(2) ●Methods & Practice of Educational Materials Research Enhancing Educational Materials Research Classroom Observation & Implementation(3) Enhancing Classroom Teaching(1) Methods of Composing & Evaluating Tests	●School Education & Special Activities Overall Plan for Special Activities Enhancing Homeroom Activities(1) The Meaning of Career & Academic Guidance	Guidance in the Shaping of Student Attitudes ●Understanding Students Methods of Understanding Students & their Actual Conditions Skills of Group Guidance Group & Individual Guidance ●Teacher-Student Relationship Praising & Reprimanding Students
Summer Vacation	●In-Service Training Through Practical Experience	●Diagnosis of Homeroom Management	●Practical Applications of Subject Guidance & Educational Apparatus ●Analysis & Diagnosis of Classroom Teaching	●The Essentials of Guidance for Special Activities ●The Practice of Guidance for Residential Groups	●Enhancing the Understanding & Guidance of Problem Behavior ●Enhancing Educational Counselling
Second Term	●Enhancing Educational Personnel ●Current Conditions & Problems in School Education(2) Enhancing Moral Education(2)	Homeroom Management Plan for 2nd Term ●Guidance for Homeroom Groups ●Homeroom Management & Organization of Academic Year Methods of Partici-	Enhancing Classroom Teaching(2) Classroom Observation & Implementation(4) ●Enhancing Individual Elements of Instruction Developing Class-	●Enhancing Homeroom Activities(2) Guidance Practice for School Events Guidance Practice for Students' Committees Activities Guidance Practice	●Enhancing Student Guidance for the Entire Local Area ●The Meaning & Practice of Student Guidance ●Enhancing of Individual

(Table 5-2) (Continued)

Second Term	●Understanding Physically & Mentally Handicapped Children ●Organization of Study Courses & Educational Curricula ●Organization & Management of Schools Ideal Internal Structure for Schools Setting Up the School Educational Environment Structuring & Administering the PTA	pating in Annual School Meetings Creating Homeroom Communication Enhancing Interviews with Parents Evaluation of Homeroom Management Second Term	room Teaching Proficiency - Individual & Group Collective Guidance ●The Essentials of Instructional Guidance & Evaluation Classroom Observation & Implementation(5) Use of Educational Apparatus Classroom Observation & Implementation(6) Methods of Producing & Applying Educational Materials & Equipment Classroom Observation & Implementation(7)	for Club & Circle Activities Enhancing Career & Academic Guidance Guidance Practice for Students' Committees Activities	Guidance Research Into Samples of Problem Behavior Enhancing Educational Counselling School Student Guidance Structure Enhancing of Individual
Third Term	●Enhancing Practical Research ●In-Service Teacher Training & Personal Development In-Service Training Within the School Confines ●Announcement of Results for the One-Year Practical Program	Homeroom Management Plan for 3rd Term Methods of Conducting End of Year Homeroom Administration Evaluation of Homeroom Management for 1st Year & Creating a Plan for the Following Year	●Producing Plans of Guidance for the Year Classroom Observation & Implementation(8) Classroom Observation & Implementation(9) Enhancing Teaching Research Classroom Observation & Implementation(10) Consideration & Evaluation of Teaching	Consideration & Evaluation of Special Activities	Consideration & Evaluation of Student Guidance

(Note) The items preceded by the symbol "●" take place outside of the school whereas all the others take place internally.